

Consultative Model For Collaborative Service Provision

Highly Qualified Special Education Teachers under NCLB and IDEA 2004

Iowa Department of Education

Consultative Services For Collaborative Service Provision in Iowa

Almost all Iowa special education teachers are considered highly qualified if they provide services through the consultative model and are appropriately licensed by the state of Iowa. The model calls for the majority of students with disabilities to receive core content instruction in the general education setting from a core content endorsed teacher, with the special education teacher providing consultative services. For the small number of students with more significant disabilities (who are expected to achieve at district standards rather than alternate standards), the consultative model allows for delivery of instruction in a segregated setting by the special education teacher with the core content teacher providing consultative services.

The IDEA 2004 Conference Committee provided the following broad statement of intent regarding consultative services:

For the purposes of both NCLB and the IDEA, a special education teacher providing only consultative services to a highly qualified teacher should be considered a highly qualified special education teacher if he or she meets the requirements [of having obtained at least a baccalaureate degree and be fully state certified as a special education teacher]. Such consultative services . . . may include adjustments to the learning environment, modifications of instructional methods, adaptation of curricula, the use of positive behavioral supports and interventions or the use of appropriate accommodations to meet the needs of individual children.

The Iowa Department of Education anticipates that most districts will use the consultative model. The following approaches to the consultative model through collaborative service provision are intended as examples, rather than as a comprehensive list of strategies. Elements from the models can be “mixed and matched” as needed.

Roles of Teachers in the Consultative Model

In the consultative model, general and special education teachers are equal partners in providing instruction. Each brings areas of expertise that are crucial to the success of students. In this model, the general educator is considered “the teacher of record” which means he or she gives the grade in the subject, assures that the student is making progress, and certifies that the student has met the course requirements. The special educator utilizes a variety of teaching strategies to assist the student in making progress. The special education teacher also ensures that the student is making progress toward Individualized Education Program (IEP) goals, is receiving IEP services and is provided appropriate accommodations.

Core Content Teacher

- Content expert
- Assigns grade (ideally in partnership with special education teacher)
- Assures progress in course
- Certifies student has met course requirements

Special Education Teacher

- Strategy expert
- Ensures student makes progress toward IEP goals
- Ensures student receives IEP services
- Ensures appropriate accommodations

Two Collaborative Concepts

In Iowa’s approach, the consultative model for the majority of students with IEPs can take shape in a number of ways with two defining concepts.

1. Consultation —

In the consultation approach, the core content endorsed teacher provides content instruction and the special education teacher provides strategy and skill instruction to students with IEPs outside of the general education class. The special education teacher also serves as a consultant to the general education teacher in such areas as IEP accommodations, application of skills in the general education setting, goal progress, and several other areas. This model provides the special education teacher flexibility in meeting the needs of students with IEPs without co-teaching in multiple classrooms.

A key component of the model is that the student is not receiving primary core content instruction from

the special education teacher, but instead skills instruction and application of skills. Acquisition and memory strategies could include outlining information, using mnemonics, and note taking. Special education teachers can also “pre-teach” or “re-teach” core content as needed.

2. *Co-Teaching* —

In the co-teaching approach, the special education teacher and general education teacher partner in the classroom to meet the content and skills needs of students. The following qualities define co-teaching (collaborative) teaching:

- Collaborative teaching pairs general and special educators
- Collaborative teaching takes place in heterogeneous, integrated settings
- Collaborative teachers maintain joint responsibility for classroom instruction.
- Collaborative teachers work in a coactive and coordinated fashion
- Collaborative teachers design instruction to meet the needs of all students in the class

The Iowa Department of Education recommends the co-teaching model developed by Marilyn Friend, nationally known co-teaching expert. Information on the Marilyn Friend model and related resources can be found at www.marilynfriend.com.

For more information on the highly qualified personnel component of NCLB and IDEA 2004, contact Norma Lynch at 515-281-6038 or at Norma.Lynch@iowa.gov